

*Literacy*

*Critical*

*Attributes*

**Aligned Curriculum**

**Multiple Assessment**

**Instruction & Intervention**

**Literate Environment**

**Partnerships**

**Professional Development**

**Literacy Team**

**Valuable Resources**

**Literacy Plan**

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.



# Multiple Assessments



The school utilizes multiple informal and formal evaluation and assessment strategies in literacy to continuously monitor and modify literacy instruction to meet student needs and support proficient student work.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

**MULTIPLE ASSESSMENTS**

## PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

<b>ESSENTIAL ELEMENTS</b> of Comprehensive Schoolwide Literacy Programs	<b>STANDARDS</b>  Standards and Indicators for School Improvement	<b>CONDITIONS FOR READING SUCCESS</b> Read to Succeed: <i>Kentucky's Literacy Plan</i>
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<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b> Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b> Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
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<b>Literacy Team</b>	<b>EFFICIENCY</b> Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

**Continue**

## Literacy PERKS : Multiple Assessments

<b>SISI Standard 2 – Classroom Evaluation/Assessment:</b> The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. <b>While <i>Multiple Assessments</i> relates to SISI Standard 2, the indicators below <span style="color: blue;">do not</span> correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success #2:</b> Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels
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<b>MULTIPLE ASSESSMENTS Indicators</b>	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
Provide data that indicate the extent to which .		
<b>2.1</b> allows for <span style="color: blue;">continuous progress</span> for all students and meets students' individual needs through a <span style="color: blue;">differentiated curriculum</span> (e.g., <span style="color: blue;">learning styles, developmental variations, culturally responsive curriculum</span> ).		<span style="color: blue;">Closing the Achievement Gap Kentucky Tools</span>
<b>2.2</b> allows students to demonstrate learning through varied and <span style="color: blue;">differentiated assessments</span> .		<span style="color: blue;">Multiple Assessments Higher Order Thinking Informal Assessments Formal Assessments</span>
<b>2.3</b> assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.		<span style="color: blue;">Higher Order Thinking</span>

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<b>2.4</b> assessments are designed in a collaborative process ( <b>horizontally</b> and <b>vertically</b> ) and embedded within instruction.		Multiple Assessments Informal Assessments Formal Assessments
<b>2.5</b> assessments are designed to measure effective instructional practices.		Multiple Assessments Informal Assessments Formal Assessments
<b>2.6</b> assessments directly relate to the <b>Program of Studies, Core Content for Assessment,</b> and <b>Performance Level Descriptions</b> and to the goals of the Literacy Plan.		Kentucky Tools Multiple Assessments Informal Assessments Formal Assessments
<b>2.7</b> CATS scores indicate that the number of novice readers and writers is declining, showing improvement over time.		


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<b>2.12</b> results of multiple assessments, both <b>formal</b> and <b>informal</b> , guide instructional decisions and selection of appropriate strategies.		Multiple Assessments Higher Order Thinking Skills  Other Resources
<b>2.13</b> students have multiple opportunities in different modalities (e.g. oral, written, performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.		Higher Order Thinking Skills Multiple Assessments  Other Resources

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**Resources for Perks 2.10** quantitative (e.g., test scores) and qualitative (e.g., student work) data is collected and analyzed for screening and diagnosis of student achievement in relation to literacy goals.

## ASSESSMENT

**Formal Assessment** - commercially designed and produced tests for elementary, middle and high school levels given on single occasions.

**Informal Assessment** - non-standardized measurement a teacher uses to learn what a student is able to do in a certain area of literacy. The teacher interprets the results and uses them to plan instruction. Informal assessment vary at the 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade levels.

**Higher Order Thinking Skills-** The research on developing higher order thinking skills repeatedly refers to the use of reading, writing, speaking, and listening to learn and to present learning. Successful academic achievement -- and lifelong learning--depends on students being able to effectively use language to analyze, synthesize and evaluate. This website lists strategies for teaching higher order thinking skills.

**Portfolio Analysis** - Portfolio analysis is a structured intensive objective examination of a school's writing program, as reflected in the assessment portfolios. It provides an opportunity for an entire faculty to meet together as professionals with one common goal: to improve student performance

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**Resources for Perks 2.11** results of assessment are made available to parents/guardians in a timely fashion.

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**Resources for Perks 2.12** quantitative results of multiple assessments, both formal and informal, guide instructional decisions and selection of appropriate strategies.

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**Multiple Assessments** - Literacy assessment tools provide ongoing feedback; teachers use this feedback to plan instruction and students use it to gauge progress in reading and writing. Literacy assessment tools include rubrics, self-assessment inventories, observation, learning logs/journals, Individualized Reading Inventories (IRIs), cloze passages, teacher-created assignments, and (where appropriate or mandated) standardized or standards-based tests.

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**"Reading Disability" or Learning disability** - The debate, models of dyslexia, and a review of research-validated reading programs. [LDOOnline.com](http://LDOOnline.com), a website on learning disabilities for parents, teachers, and other professionals.